

Module 3 Reading 4

Acceleration: An expanded vision

L Mackenzie-Sykes 1996

Rationale

- Better match for student's educational needs
- Facilitates the development of study skills and independent learning
- Establishes more realistic self-concepts and achievement motivation

Content

- Need to combine acceleration with extension and enrichment

Product

- Increased productivity

Management Strategies

- Exposure to new peer group

Principles

- Southern and Jones (1991) identified 15 options for acceleration – the top three forms of acceleration in Australia are: early entrance to school, grade skipping or advancement placement and content or subject acceleration

Process

- Academic exploration
- Increased learning efficiency
- Increased learning effectiveness

Learning Environment

- Enhances creativity, achievement and higher order thinking skills
- G and T students are socially mature – they seek older friends and exhibit social understanding and interests well beyond their age
- Recognition of abilities and accomplishments

The author raises concerns some educators and community members have about the social and emotional issues associated with acceleration. What might these issues be?

- Adversely affects self-esteem of gifted students
- Makes them conceited about their academic abilities
- Segregates students from different ethnic and socio-economic lines
- Students of lesser ability need gifted students as mentors and role models – it will affect the self-esteem of those not in the top group
- Gifted students need to work with a wide range of people
- It is elitist